

KINDER-
GARTEN

GRADE LEVEL CONTENT EXPECTATIONS



Me: At Home and School

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Welcome to Michigan's DRAFT Grade Level Content Expectations for Social Studies

The performance statements contained in this document represent the work of classroom teachers, curriculum specialists, academicians, and the Michigan Department of Education consultants. They are meant to provide teachers with an outline of learning expectations and will be used to drive grade level assessments for the next several years. They by no means represent an entire “curriculum” of learning social studies, nor do they give guidance as to how instruction should be designed or delivered. The craft of instruction is in the hands of the professional educators.

The DRAFT Grade Level Content Expectations (GLCE) that you will see in this document are being distributed for the purposes of review and comment only. It would be premature to make any curricular or material selection decisions based on its contents. When the review period concludes, final changes will be made. The GLCE for Social Studies will then be presented to the State Board of Education for their approval. Following the approval of the State Board of Education, the revised GLCE will be made available for your use.

Social Studies

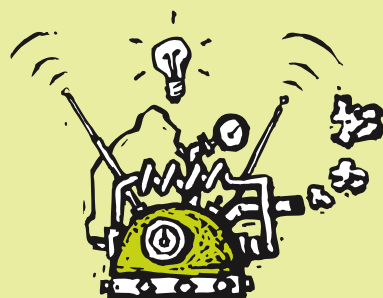
Social studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. Civic efficacy is the readiness and willingness to assume citizenship responsibilities and to make informed and reasoned decisions for the public good as citizens of a pluralistic, democratic society in an interdependent world.

The social studies curriculum for any grade level should be designed to assist students in making continuous progress toward meeting the standards for social studies contained in the Michigan Curriculum Framework. All the standards are pursued at every grade level of the curriculum from kindergarten to graduation. The Content Standards and Benchmarks represent the full scope of the social studies curriculum. The GLCE for each grade are established to designate clearly what students are expected to know by the end of the grade or course. The language of the GLCE is the language of the benchmarks for social studies included in the Michigan Curriculum Framework. You should recognize the GLCE as a direct reflection of the work social studies educators have undertaken since the adoption of the Michigan Curriculum Framework benchmarks for social studies in 1995.

Kindergarten—Me: At Home and School

The focus of the social studies curriculum for Kindergarten is “**Me: At Home and School!**” A comprehensive approach to creating learning opportunities within the disciplines of history, geography, civics, economics, inquiry and decision making will be most effective when integrated with the subjects of reading, writing, mathematics, science, and the arts.

Share Your Ideas



*The **Social Studies Grade Level Content Expectations** are in the development phase. Put on your thinking caps and tell us what you think of the work in progress.*

Send your review comments to:

**Michigan Department of Education
Office of School Improvement
www.michigan.gov/glce**



HISTORY

By the end of Kindergarten each student will be able to:

1. identify events from his/her own life as happening in the past or present. I.1.EE.3
2. identify the characters in stories representing a variety of societies and cultures from the past. I.2.EE.1
3. identify what happened in stories representing a variety of societies and cultures from the past. I.2.EE.1
4. identify where stories representing a variety of societies and cultures from the past happened. I.2.EE.1
5. identify intervals of time using days, weeks, months and seasons. I.1.EE.3



GEOGRAPHY

By the end of Kindergarten each student will be able to:

6. distinguish between human and natural characteristics of places in his/her immediate environment. II.1.EE.1, II.1.EE.2
7. distinguish between human wants and needs. II.2.EE.1
8. identify how people use the environment to meet human needs. II.2.EE.1
9. identify locations of significance in his/her immediate environment on simple maps. II.3.EE.1
10. identify regions (and their boundaries) in his/her immediate environment and describe the shared characteristics of each region. II.4.EE.1



CIVICS AND GOVERNMENT

By the end of Kindergarten each student will be able to:

11. identify rules in their school and community and identify the consequence for breaking them. III.4.EE.1
12. identify a conflict at school and suggest a strategy to resolve it. III.3.EE.1
13. identify a variety of ways for groups to make decisions fairly. III.4.EE.2



ECONOMICS

By the end of Kindergarten each student will be able to:

14. distinguish between goods and services they use. IV.1.EE.1
15. recognize economic exchanges in which they participate. IV.5.EE.1



INQUIRY AND DECISION MAKING

By the end of Kindergarten each student will be able to:

16. take a stand on a classroom question or issue and recognize that others may have different points of view. VI.3.EE.1



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